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ABSTRACT

An attempt was made to determine the nature of the present 4-H organizational leadership in five counties, to identify organizational leader problems, and to determine methods and procedures for correcting these problems. It was proposed to solve the problems by preparing a plan that would cover the following leadership development phases: 4-H leader identification, selection, orientation, training, utilization, recognition, and evaluation. The 4-H organization leader is defined as a volunteer who guides the over-all direction of the local 4-H Club and coordinates the total activities of the club. Important characteristics of a good leader include respect from the community, liking children, and ability to work with adults. Following study of the situation the group concludes that the basic problem concerning organizational leaders in the five counties represented in this study was "lack of sufficient number of organizational leaders to do the job assigned to this leader position." It is pointed out that if detailed attention is given to the leadership development process, and if it is viewed as a continuous process, most of the leaders' role expectations will be more compatible with those held by the county Extension staff, and, as a result, the organizational leaders will begin to accept and do most of the organizational leader task. (Author/CK)

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A STUDY OF THE 4-H ORGANIZATIONAL LEADERSHIP DEVELOPMENT PROCESS IN CANNON, KNOX, McMINN, SULLIVAN AND PICKETT COUNTIES, TENNESSEE

Agricultural Extension 5120

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Winter Quarter, 1969

The Study Committee (Group A) was composed of William A. Warren, Assistant County Agent, Cannon County; Lyle A. Donaldson, County Agricultural Agent, Pickett County; Alma K. Johnson, Assistant Home Agent, McMinn County; Helen Stocking, Home Demonstration Agent, Sullivan County; Clyde N. Taylor, Assistant County Agent, Knox County; Jesse E. Francis, District Supervisor-Management, District Five; and Marifloyd Hamil, Assistant 4-H Club Specialist.

The purpose of the study was to determine what the present 4-H organizational leadership situation is in the counties represented and to identify what organizational leader problems exist, and to determine methods and procedures for correcting these problems. The group proposed to develop a plan for correcting the organizational leadership problems by preparing a plan that would cover the following leadership development phases: 4-H leader identification, selection, orientation, training, utilization, recognition, and evaluation.

The following is a brief review of the 4-H organizational leader situation in Cannon, Knox, McMinn, Sullivan, and Pickett Counties, Tennessee: Knox - There are 30 4-H Clubs with two plus leaders per club. The junior clubs meet in the schools during the regular school day. The senior clubs meet outside of the schools. Six of these clubs do not have functional leaders. Leaders conduct an average of two club meetings per year. Approximately four leader meetings are held a year. Teachers do not serve as organizational leaders. Pickett - Seventeen 4-H Clubs in the county with seventeen organizational leaders. All clubs meet in one school either on a grade or high school basis. Leaders organize the clubs and assist in planning the monthly meetings. The teacher of an individual grade serves as the organizational leaders. McMinn - Most of the organizational leaders are teachers. They do not function outside the class or school. There are sixty-five clubs with sixty-eight leaders. Cannon - Each of the twenty-one clubs has a teacher serving as the organizational leader. Clubs meet in the school on a grade basis. Nine senior clubs are organized. These clubs do not have organizational leaders. Sullivan - Forty-five clubs have both teacher and community persons serving as organizational leaders. Three or four of the clubs are located in communities where it is difficult to obtain organizational leaders.

At the beginning of this study, each member of Group A held a personal view as to what was meant by the term "Organizational Leader." The group reviewed and discussed the leader situation in each of the above counties and concluded: (1) that the group must define what was

meant by organizational leader, and (2) develop a plan for solving the basic problem identified from the study of the county situation.

For the purpose of this study the Tennessee 4-H Organizational Leader is defined as "One who guides the over-all direction of the local 4-H Club and coordinates the total activities (other club leaders included) of the club; he works mainly in non project areas of 4-H that are important to the successful operation of the 4-H Club." The following problem was identified as relating to each of the counties included in the study: "Lack of sufficient number of (finding, training, maintaining and utilizing) organizational leaders to do the jobs (task) assigned to this leader position."

The 4-H organizational leader is a volunteer. Tyler[1] gives five reasons for involving volunteers in youth development organizations. Two of these reasons are: (1) they furnish greatly needed personnel to supplement and complement the professional staff; and (2) they make it possible for the agency (Cooperative Extension Service) to increase it's services in spite of a limited budget. Tyler[1] also points out that one of six roles which a volunteer performs is carrying out the many duties which are commonly part of a total professional job, but which do not require specialized competence. New and experienced leaders bring to the organization certain role expectations and perceptions relating to the leader position. Dotson[2] in a review of studies in Wisconsin and elsewhere, points out that "there is a difference in role expectations and perceptions between agents and volunteer leaders and that there is a need for clearly identifying and defining leader roles and ostensibly, job task." Tyler[1] indicates

that in using volunteers, several problems are frequently encountered that must be solved if the work is to be effective. One is recruiting and selecting volunteers for service in a particular organization. There is a noticeable lack of information about the total range of opportunities for volunteer participation in their communities (4-H Clubs). Another problem is developing a series of job experiences which enables the volunteer like the professional to move into more demanding roles as he demonstrates competence in earlier roles. Thus, by clearly defining and identifying leader roles (naming job task), it is possible to include task that will allow the leader to move into more demanding roles. The list of job task will serve as a basis for identifying the range of opportunities for leader participation at the local club level.

In view of the importance attached to the identification of job task as indicated above, the members of Group A feel that it is essential that 4-H Organizational Leaders job task be identified. These task should be those that can be performed by the leader and which Extension Agents feel the leader is qualified to perform. A list of job task for organizational leaders has been identified and are listed in Appendix A. It is viewed that these are task which can be and should be performed by organizational leaders. These task have been and are now being performed by the organizational leaders serving the five counties represented in this study. These task are being performed regardless of other responsibilities of the organizational leader, such as serving as a teacher, community leader, etc. The study committee recognizes that this list of job task is not all inclusive.

Certainly, other task could be identified. It is not the intent of this study to leave the impression that all of these task will be performed by every organizational leader. First-year leaders will not be able to perform as many or the same task as experienced leaders. Teachers, serving as leaders, may not perform all of the same number and kind of task. Other factors such as teacher assignment to the club or other established school rules may affect the number of task that an individual teacher can perform. The same rationale applies to persons from a community coming to the school club to serve as an organizational leader. If these volunteer organizational leaders are to supplement and complement the county Extension staff by increasing its services, and by carrying out the many duties not requiring specialized competence, it is necessary that we involve these individuals in the 4-H leadership development process and in doing so we will be able to solve the problem identified earlier in the report.

A. Identification

Being able to identify a potential leader is a task which every Extension Agent must be able to do. Most of his success is based on how well he or she performs this task. This is the most important aspect of a good 4-H program in any given county.

The leadership responsibilities of an organizational leader have previously been defined and the two key words to keep in mind is direct and coordinate, and that they work mainly in nonproject areas.

Dolan and Smith[3] suggest that the first step in identification work is to make an inventory of the present leadership in the county. This list should be kept up to date, and from this list we can determine our needs.

After the needs have been determined, we can make a list of prospective leaders. How does one determine who would be a good leader is the next task we should deal with.

Harold H. Punke[4] says, a leader is a symbol, offering promise to satisfy the desire of others, the kind of symbol to inspire confidence and initiate action with conditions whether in the home, school, or nation.

Leadership could be referred to as the art of stimulating others and coordinating the energies of scattered individuals along channels which offer long-range satisfaction to the many.

According to the "Federal Extension Service Pamphlet No. 511," some of the characteristics to look for in a 4-H leader are:

1. Is respected and thought of as successful in the community.
2. Likes children and can stand to be alone with them.
3. Is liked by children.
4. If strong in the previous points, need not be very community minded.
5. Can be timid and shy with adults but not timid with children.
6. Although very interested in some aspect of the 4-H program is more interested in boys and girls.
7. Believes that he or she has time to do the job.
8. Has education and intelligence at least average of the community.
9. Does not feel that he or she already knows how to be a leader.

10. Does not need to be a "joiner."
11. Is willing and able to leave the neighborhood occasionally for training meetings.
12. Has some self-insight and is somewhat aware of own strength and weakness.
13. Can work with adults to the extent of cooperating with parents, other leaders, and Extension Agents.

All of these are important characteristics of a good 4-H leader, as well as some of the other factors brought out in a study conducted in Columbia, Wisconsin. This study showed that 47 percent of the 532 adults surveyed expressed some interest in becoming a youth leader. A little over half of those expressing interest are now leaders or have been leaders in the past.

The age distribution of the 532 adults in the study indicates that 29 percent were in the 21-39 age category, 38 percent in the 40-59 age category, and 33 percent were over sixty years of age. Interest in youth leadership seems to decline as age increased. Of those expressing interest, 47 percent were in the 21-29 age category.

A higher percent of those expressing interest were women. Forty percent were rural farm compared to 35 percent city, and 24 percent village. Of those expressing no interest were 43 percent city, 20 percent village, and 37 percent rural.

As the number of children increased, the interest in youth leadership increased. People with no children were least interested and people with four or more children were most interested in youth leadership.

Since most of the counties represented in this group use teachers as organizational leaders, we would fall short of our goal if we did not try to identify some of the characteristics other than those previously mentioned that we might look for in a teacher leader. Some of the things we might look for in a teacher that would give a good indication of the kind of 4-H organizational leader he or she might make are:

1. Is the classroom neat and orderly?
2. Are the students well organized?
3. Does the teacher have realistic plans and goals for the students?
4. Do the students show respect for the teacher?
5. Are the students alert and show an interest to learn?
6. Does the teacher have respect of the other teachers in the school system?
7. Are the attitudes of the parents favorable toward the teacher?

The resource material covered indicates that people are interested in youth organizations and are willing to give their time and resources. Also, it gives an indication as to the type of person who is likely to respond in terms of age, social standing, family size, and sex.

As Extension Agents we can use the information presented to help us in identifying a potential leader.

A good county plan would start with an inventory of the present situation. This will help to determine our needs. After needs are determined the professional leader may call for help from various

sources in identifying various individuals for leaders. A list should be made about the qualities and skills of the potential leaders, their background, and situation in terms of 4-H leadership.

The characteristics outlined for identifying a 4-H leader as well as the task represent an idealistic leader, but we realize that these things may not be found in one individual; therefore, we can use them as a guide to find the one who more nearly suits the situation.

Dolan and Smith[3] suggest two approaches to the identification of a potential leader. They are the subjective approach which is based on judgment and the objective approach which is based on an analysis of the facts.

For example, in the subjective approach, the sponsoring committee determines possibility for leadership position based on subjective measures. Although this is the more expedient approach, there is a tendency to name the same person over and over and many capable, potential leaders are not found.

In the objective approach, the agent and committee may study the various prospects and do a much better job of selection and of fitting the leader to the task.

It must be emphasized that leader identification is a continuous process. It is not done once and forgotten.

B. Selection

The selection process of leadership development is considered by Robert J. Dolan[3] as the second phase of developing leadership. The first phase being identification.

No particular method can be said to be the best method nor the only method to select leaders in all circumstances. The task at hand

and the existing social and local situation would be determining factors in leader selection.[5]

However, leadership may be determined by these major methods: (1) election, (2) direct appointment, (3) self-appointment, and (4) by some combination of these three. An explanation of these methods is as follows:

1. Leaders by election or group expression. It is important and usually desirable to get some group expression, as much as possible, behind the selection of leaders. This conveys a greater feeling of responsibility, both on the part of the leader and the group making the selection.

The youth (4-H'ers) should be involved more in the decision making of programs concerning them. Perhaps to be present, a representative, during election or to suggest a possible leader potential.

It should be pointed out, too, that this method may not provide the most acceptable leader, especially if the attendance of the selection group is not well represented. For example, a small attendance (smaller than anticipated) of the group (parents, County Council, 4-H, Home Demonstration) at the election may indicate a lack of true representation.

Nevertheless, election is a sound and sensible way for selecting an acceptable leader. It can be more effective if the Extension Agent understood the people of the county and how to motivate them toward the program needs.

2. Leaders by direct appointment. Appointing leaders is another desirable way of selecting leaders. In this method one person

or a committee picks an acceptable leader. Leaders may be appointed by the Extension Agent or the county councils (4-H, Home Demonstration or Agricultural) or parents of 4-H Club members. The local situation should determine how the potential leader will be appointed. It is not desirable for the County Agent to make all or most of the appointments even though the agent is in a better position to select a potential leader than a committee or organization. The community needs to feel involved in some aspect, if no more than to approve of the leader suggested by the agent. The leader acceptance can be more nearly assured if the group is involved to some degree in the selection process, as 4-H parents representation on selection committee.

Committees or individuals making appointment should avoid selecting potential leaders based on popularity without acceptability or personal friendship without the needed qualities or availability--that is, who will take the job rather than who will be accepted for leadership role.

Regardless of the method used in appointing leaders, there is sufficient evidence from research and practical experience to indicate that the leader will be ineffective without acceptance by the group.[6]

3. Leaders by self-appointment. When given an opportunity, there are those who volunteer their services without being asked by others. Extension research intimates that the most effective lay leaders are those who volunteer for the job.[5] Volunteering for organizational leadership is rare. His volunteering does not mean that he is always desirable or would be acceptable to the group.

Since most of the organizational leaders are likely to be appointed or asked by sponsoring committee or other adult leaders to accept certain 4-H Club leadership position, the discussion on leadership selection will revolve around some guidelines for selecting them.[3] Some of the guidelines are as follows:

1. Know as much about the potential leader as possible. Try to learn from other sources (his friends, family or other groups with whom he associates) something about his personality, background, occupational interest, and social participation. The social participation is an important factor. If the person is already quite busy, commitments with other groups, he may not be able to give enough time to the task of an organizational leader. Then, on the other hand, a busy person may be the one to get the job done. This factor would vary with the individual's capacity to work in dual roles or at several jobs.

Also, efforts should be made to select leaders who have the following characteristics: (a) are respected and thought of as successful in the community; (b) likes to work with children; and (c) have some knowledge and skills for performing the roles expected of him, or have potential capabilities for acquiring knowledge and developing skills--is trainable.

2. Create an awareness and interest in 4-H leadership in the prospective leader. Publicize programs through T.V., radio, and newspaper articles. Give recognition to leaders in these approaches.

3. Involve the community leaders and 4-H Club members into the decision making process of selecting a leader. They need to feel a part of the selection process. Contact principals, P.T.A., and other community leaders not connected directly with the Extension program.

4. Consider leadership that is available and develop leaders by "piece meal" if necessary, such as retired farmers, some business people, and senior citizens.

In recruiting the organizational leader, consider these steps: (a) the job should be clearly understood by the potential leader, (b) match the leader to the task, (c) secure his acceptance, and (d) welcome the leader once he has accepted. A more detailed discussion of these steps follow:

1. Explain what the job is and what it requires (beginning orientation). Leaders need to know what they are to do and the boundaries of their job. As an organizational leader his primary responsibilities are to coordinate club activities and schedules and oversee local programs such as training, planning, and arrangements of resources. He should have some knowledge of the scope of the Extension program.

2. Match the leader to the task insofar as possible. Some persons may be able to function in more than one role, or different roles at different times. Find out what he would like to do, can do, and is willing to do. Start with the things he can already do or likes to do and guide him toward the needs of the group.

3. Allow sufficient time for the prospective leader to accept. Don't push for a "yes" or "no" answer on the first approach. Certain persons might appreciate a little time to get themselves in the mental frame of mind to say "yes" or "no." All potential leaders must make the final decision whether or not to accept the job. It is in this sense that they are considered volunteers.

Also the person or group making the selection of the potential leader should have time to determine the acceptability of the leader.

In securing his acceptance, approach the prospect with the idea that he is needed to help with a particular program, not that he is to be a leader.[6]

Also appeal to the prospective leader's basic needs and desires. These are important elements in recruiting organizational leaders. There are four basic wishes of man which help to motivate man. These are: (a) Desire for feeling of security. The way we work with leaders influences how secure they feel. If the potential leader appears timid or lacks confidence, show him how he can do the job with the agent and others helping. Some encouragement can help the leader to accept. (b) Desire for recognition. Be generous with "thank yous." It can be a simple show of appreciation. (c) New experiences. People like to have new experiences; an opportunity to participate. (d) Favorable response. The favorable response of others to leader's efforts helps to strengthen the leader's hand. It encourages growth and advancement. The leader needs to be and wants to be accepted.

Other members of a group notice how we treat leaders and members. In many cases, the failure of a person to say "yes" when asked to assume leadership is due to lack of fulfillment in some previous experience of one or more of the "four basic wishes of man," or one or more other reasons which are based in these.[7] By appealing to his basic needs and desires a potential leader is more apt to accept.

4. Once the leader has accepted, welcome him through personal contact as letters, phone calls, home visits, etc.; or by public means as radio, newspaper or through groups he is closely connected with.

In summary, organizational leaders should be selected on the basis of the local situation. One or more of the major methods of selecting leaders (1) election or (2) direct appointment and self-appointment may be used.

Some guidelines for selecting leaders should be used, such as: (1) know as much as possible about the potential leader, (2) create an awareness and interest in 4-H leadership, (3) involve community leaders and 4-H members in the decision making process, and (4) consider leadership that is available for developing.

Recruiting organizational leaders should be done with well-defined jobs in mind; by matching the leader to the task; allowing sufficient time for leader acceptance and the selectors to determine his acceptability; securing the potential leader acceptance; and giving recognition to his acceptance.

The main thing in selecting leaders is to pinpoint the prospect, know him, then think about who should do the asking and what approach to follow. Know the job and tell the leader about it. In some way show him that there are some reasons why you are asking him.

An Extension Agent needs to know his people and their behavior in order to guide leader selection effectively.

To create and maintain a favorable atmosphere for 4-H leadership development, the County Extension Agent must have good relationship with groups and institutions having interest in youth, such as schools, WMCA, WWCA, FHA, NHA, boys' and girls' clubs, etc.

The agent must also provide continuous information programs about 4-H and 4-H leadership.

C. Orientation

Orientation, according to Dolan and Smith,[3] is probably the phase of leadership development which is most often overlooked and passed over by professional and volunteer leaders. It is distinct and different from training. In orientation, emphasis is placed on the expectation of the job. As mentioned previously, there is a difference in role expectation and perception between agents and leaders, resulting in the need for clearly identifying leader roles. Dotson:[2] (1) quotes John Banning speaking at the Workshop for State 4-H Training Teams at Washington, D. C. as follows: "In 4-H Expansion one of the first things we found was that we had to have Job Descriptions and have them clearly understood;" (2) indicates that two recent studies (unpublished M.S. thesis, Lambert and Fussell) seem to suggest that "leaders performed a task and felt they should have been performing it, when (a) they (the leaders) felt well prepared, and (b) agents too felt the leaders were qualified to perform it. Having each leader's job, including task, clearly understood (well explained) when he first became a leader was found to be significantly associated with leader task performance."

In view of these concepts, it appears that the job task identified in Appendix A should be covered in a job description for organizational leaders. In Tennessee, the job task and job description should be the basis for developing and carrying out an Orientation Program with both new and experienced leaders assisting with 4-H Clubs. In performing the duties of an organizational leader, a leader will: (1) become acquainted with the philosophy and objectives of Extension work, giving special emphasis to 4-H; (2) become familiar with the scope of the county

4-H program, number of 4-H Clubs, membership, number and kind of leaders, types of activities, etc.; (3) be responsible for providing leadership in the administration and operation of the 4-H Club as an organization, including such task as organizing or reorganizing the club, election and training of club officers--outlining their functions, business affairs of the club, arranging for a meeting place, meeting with the club and maintaining discipline; (4) be responsible for providing leadership in developing and carrying out the local club program--including such task as assisting with plans for monthly meetings, annual plans of work, acquainting members with plans concerning county-wide events and activities, providing information concerning the 4-H Awards Program, and assisting with carrying out the club plans to attain group goals; (5) serve as the official club representative through contacts with the county Extension personnel, local school principal or leader, and assist in maintaining good public relations with the school and local community groups; and (6) be responsible to the county Extension personnel for guidance and interpretations of overall rules and regulations governing 4-H Club work. The above six guidelines constitute a general job description.

Orientation, as in the other phases of the leader development process, is a continuous phase. It can be carried out in group meetings or by individual contacts. The number of leaders to be involved in the orientation will govern the approach. However, it appears that both individual and group contacts will best serve the successful completion of the orientation phase of leader development.

The procedures to be followed in the orientation process of organizational leaders will include the following: (1) County Extension

Agents will use the general job description in preparing a specific job description for each organizational leader--this is essential. Since each leader is operating at a different leadership level, specific task depending upon the expectations of both the leader and agent must be included in each leader's job description. (2) Agents will make individual contacts with each leader to bring about a general understanding of what is involved in the leader role and to arrange for the leader to participate in a meeting of organizational leaders. This works very effectively in communities where several organizational leaders are serving clubs that meet at one central place (such as grade clubs in consolidated schools). In the group meeting detail, discussions will be held concerning (a) philosophy and objectives of 4-H Club work and Extension work in general; (b) review of situation concerning 4-H work in the local community and county; (c) a brief summary of general job description--clarifying content of job task, expectation of job, position, relationships with other leaders involved in the program, etc.; (d) outline plans for training sessions which have been planned for the leaders; (e) arrangements to allow each leader an opportunity to sit in on a 4-H meeting (other than the club which the leader will serve); (f) plan to properly introduce the leader to the club members. This introduction should be properly given even though the leader may be serving as a teacher of the grade or group. Doaln and Smith[3] report that it is significant to remember that the objective of introducing the leader to the job or group is to give the new leader a feeling of confidence in himself and to make sure that he has complete knowledge of the conditions of his leader position. (3) A follow-up leader contact will be made by the agent to give attention to the specific

task that each individual organizational leader will be expected to perform. At this time final acceptance on the part of the leader to perform certain task will be given to the agent. When this is done, there will be few opportunities for misunderstandings concerning role expectations between agents and leaders.

The orientation phase of leadership development will be evaluated during the process by review of a check list to see that all essential areas of orientation have been covered concerning task and role expectations. Feedback from the leaders and the general observations of the agents will be used to determine the effectiveness of the orientation.

D. Training

A big problem in the 4-H organizational leader situation is thorough, yet practical, training. In what areas should the training be given? when? how? by whom? for whom?

Our goal was to set up a practical and realistic training program that can be adapted by agents for use in any county, and one that would be satisfying to agents and leaders alike.

We have tried to be realistic in this planning, realizing that counties, alike in some respects, are quite different in others. We hope that as agents attempt to use this program they will keep in mind it was prepared as a guide, not as a pattern to be followed exactly by all.

Before presenting the action of the training, let us reassure ourselves that this training is really necessary, not just more work added to an already full schedule.

It is a very frustrating experience to be given the responsibility for a job, then to be left on one's own with little knowledge of how to do the job, let alone what to do.

Kreitlow, Aiton, and Torrence make this point clear: One of the worst and most frequent tricks perpetrated on human society is to urge leadership on a willing victim without providing at the same time for preservice and beginning assistance. Volunteers who are left holding a bag of responsibility without the benefit of counsel and support are a sad sight indeed. This practice accounts for the initial hesitancy and early dropout of many volunteer leaders.[8]

In his study of 4-H leadership in Louisiana, Boone found a positive relationship between the amount of training lay leaders received and the achievement of individual 4-H Clubs.[9]

We would suggest this bit of advice from Laurel K. Sabrosky be kept in mind: "Research in education, social science, and human development has shown, in general, that certain learning experiences can be set up only in a group situation. Other things can be learned through written materials. I do not mention the home or personal visit as a training method, even though Extension workers rate it high, because no Extension agent has the time to go around and adequately train every local leader individually. (I consider it a valuable supplementary method when necessary, and when particularly needed with certain individuals.)" [10]

Now we get into action!

First, we must decide what areas we think should be covered in training organizational leaders. We have suggested several in our written plan, to which counties may wish to add or subtract, according

to their needs and facilities. Instead of using the areas we have listed you may plan your own. If so, we suggest this method of developing the program:[11]

1. Agents determine, through a check list, what training the leaders feel they need.

2. Agents agree on what training they as Extension representatives feel leaders need.

3. Agents combine 1 and 2 and outline training needed in county.

When counseling with leaders, the agent should talk about the importance of attending training meetings then start working with them as soon as their name is placed on the leader list. Too much time between enlistment and instructions can discourage interest.

Whether it is a letter, a group meeting, or some other method, make it worthwhile in terms of what the leader is to do in the local club. This means giving help in methods as well as subjects, for both are problems of leaders.

We are not suggesting any one method as best for any one training area. Why not? Because people are different in so many ways. Let us list a few ways they differ:

a. hearing
b. seeing
c. reaction time
d. speed of learning
e. attitudes
f. experiences
g. abilities
h. knowledge
i. tenure of leadership

Many more can be added to the list.

Doubtless, there will be leaders never reached to our ultimate satisfaction, but try by bombarding them with different methods for the same information. The greater variety of training methods used, the higher percent of organizational leader practices will be changed. Have

group meetings, workshops, write letters, send bulletins, make use of the mass media whenever it fits into the plan.

Do not feel the agent is the only one who can do the training, or that the agent "should" do it because "he's getting paid for the job." Make use of leaders of longer tenure, those with experience and who have a "feel" for a certain area of training. These people can make a real impact on another volunteer leader. They speak the same language, so to speak. Agents cannot hope to have the compatability with a leader that another leader has, for volunteer leaders are on common ground. Secure the help of other professional people whenever possible.

The training program is a continuing one, but we must start where leaders are and be satisfied to take one step at a time. After the initial training experienced leaders should be able to carry on the work successfully with a minimum of counseling. Keep uppermost in your mind that the training program is one that never reaches completion.

The following Leader Training Plan is submitted as a guide for Extension Agents to follow, provided local adjustments are made.

4-H ORGANIZATIONAL LEADER TRAINING PLAN +/

Area of Training	When*	For Whom	How**	By Whom*
1. History, philosophy, objectives, of Cooperative Extension Service with emphasis on 4-H work		New Leaders		
2. How 4-H is organized and conducted--the role of the organizational leader in this area		New Leaders		
3. Understanding and teaching young people (techniques and methods) a. How to give responsibilities to boys and girls b. Recognizing individual achievement c. Helping each to feel a part of the group		All*** organizational Leaders		
4. Steps in organizing a 4-H Club		New Leaders		
5. How to help members make an annual 4-H program plan (local, county, district, and state activities included)		All***		
6. How to help members plan the monthly meeting		"		
7. Guiding 4-H'ers in selecting projects and activities		"		
8. 4-H members record keeping		"		
9. 4-H leader record keeping and reporting		"		
10. 4-H demonstration giving		"		
11. Officer training and parliamentary procedure		"		

4-H ORGANIZATIONAL LEADER TRAINING PLAN +/ (continued)

Area of Training	When*	For Whom	How**	By Whom*
12. How to evaluate local 4-H Club		All***		
13. Selecting and working with project leaders		"		
14. Selecting and working with Junior Leaders		"		
15. Working with parents		"		
16. Informing and working with people in community		"		
17. Awards program at all levels		"		
18. Information on helps available for doing the job		"		

* Scheduling planned to begin training as soon as possible after person consents to act as organiztional leader. Club year will vary somewhat from county to county, leaders may be added from time to time throughout year, so "When" can best be decided by those doing the training.

** Some suggested methods for "How": Organized group meetings, news letters, leader manuals and guides, in some instances radio, TV or newspapers may offer a means for training. At times a home visit may be the best way, but this is very time consuming.

*** "All" denotes new leaders and other organizational leaders with tenure who need training in a given area. Any training offered for organizational leaders should be available to any organizational leader wishing to receive it.

+ No attempt was made to list the training areas in order of importance. Several areas will lend themselves well to combination with other area, both in subject and time.

E. Utilization

Dolan[3] defines utilization as the process of putting the knowledge and skill of the leader into action in the most appropriate way. He gives four areas for consideration as follows: (1) opportunity for performance; (2) leader performance areas; (3) continued guidance; and (4) motivational techniques to keep leaders working.

The effectiveness of the Cooperative Extension Service depends in large measure on the training and involvement of local volunteer leadership. The tasks must be presented and the leaders involved in the program.

In some places the 4-H Club organizational leaders are trained, but the leaders are not being given the opportunity to lead their clubs after being trained. The agent may go to the 4-H meetings and perform those tasks that the 4-H leader was trained to do. Laurel K. Sabrosky[10] suggests that the Extension Agent place himself in a role as a supervisor of local 4-H leaders. This would place the 4-H leader in the role as a teacher to perform the leaders task. The community and/or school personnel would not become accustomed to an agent holding 4-H meetings to do the 4-H leaders tasks.

The 4-H organizational leader must have the opportunity to perform with continued involvement.

Areas for organizational leader performance (tasks) have already been outlined. However, they need to gain satisfaction from understanding their jobs and achieving results. This would suggest that if the Agricultural Extension Service is to make maximum use of 4-H organizational leaders it will need to continue servicing these leaders with professional leadership. Therefore, it is recommended that local

county Extension Agents:

1. Provide council and encouragement concerning personal matters the leaders face with their clubs. This could be done by home visits, asking leaders to come to the Extension office, visits before and after 4-H meetings, etc.

2. Provide follow-up training after the leader has been on the job. This could be done through a course idea such as L.I.D. or a one-session training meeting, formal or informal training.

3. Provide an opportunity for a "two-way" flow of ideas, success experiences, and with the county Extension office. To accomplish this, the agent should provide opportunity for the 4-H leaders to get together as a county leader group, local school leader group, or community leader group.

4. Provide written material and teaching aids to assist leaders with educational programs such as calendar of 4-H events, newsletters, charts, colored slides, memo letters, "The 4-H Leader," etc.

This assistance from an Extension worker should give volunteer leaders ideas, encouragement, and know-how to reach their objectives, which should bring about longer leader tenure.

Motivational technique to keep leaders working. Motivation can be achieved by giving control over program direction as well as responsibility for determining and achieving objectives of the local club. However, as was pointed out, with the support and encouragement from the Extension Agent. The following motivational techniques can be used to keep 4-H organizational leaders working:

1. Appeal to their personal and common want whenever possible.

2. Give constant appreciation to their work.

3. Give responsibility to leaders and then let them work.

4. Provide new ideas and teaching tools for leaders.

5. Talk about leaders' work when you are with them and not your own work.

6. Put leaders up front as much as possible.

7. Allow leaders to help plan the program and activities and they will be more likely to want to put the plan into operation.

8. Give challenging jobs to leaders. This encourages leaders to work harder and longer. They may become discouraged if the job is not challenging, or if it is too difficult.

The Extension Agents may want to evaluate the leader utilization process based on their involvement in 4-H program planning and execution. We know that more active 4-H Clubs with members completing projects and activities the leaders stay longer. A measure of leader tenure should give evaluation on leader utilization.

F. Recognition

The leadership development process would be lacking if we omitted recognition for a job well done. This is important whether the leaders be organizational, project, activity, or junior leaders since everyone likes recognition whether it be tangible or intangible.

People have different motives for accepting leadership roles in 4-H, and, lest we forget, recognition in addition to security, new experiences and companionship are the basic needs of people.[3]

It then becomes the agent's job or task to identify the leader's motive for accepting the leadership position and remain aware of this as the leader progresses in organizational leadership role.

This is important to leadership program since the satisfaction of these needs will result in extended tenure.[3]

A balanced recognition program is appropriate regardless of the leader's needs, and should be an active phase of the entire organizational leadership development process rather than something that happens occasionally.[3]

Recognition should be the job of 4-H'ers, parents, agents, civic groups, other leaders, and civic minded citizens. It should be designed to motivate and cause the leader to realize that he is an improtant part of the overall Extension program.

Recognition can be in many forms and fashions, but when planning recognition programs we often wonder just what kind of recognition gives the most satisfaction and the order of importance of the different forms of recognition.

In a study by Carter and Nomby,[12] leaders were confronted with these questions: The study indicated that one out of three leaders preferred expressions of appreciation from club members, parents, and people of the community. One out of four considered accomplishment of their club members including 4-H'ers receiving awards trips, prizes, etc., as being important to them.

Other forms of recognition in order of importance included: (1) 4-H Club growing in community stature, (2) leaders recognition pins, (3) leaders recognition banquet, (4) certificate of service, (5) recognition from agents, (6) opportunity to attend trips, camps, etc., and (7) newspaper stores.

Seeing tangible evidence of their efforts was important to more than half of the 760 leaders involved in the study. Examples of this

was their 4-H'ers receiving awards, trips, prizes, etc.[2]

In planning our program we should make wise use of the available forms of recognition, using it to the advantage of our leadership program and being careful not to lower the value of different forms in the eyes of our leaders. This can be accomplished by giving recognition where it is due, but not to the point of over-recognizing some at the expense of others.

The following forms and means should be appropriate: Radio and television. (1) interviews with leaders and their 4-H'ers; (2) interviews with parents and 4-H'ers crediting leaders' contributions; (3) when interviewing awards winners, recognize leaders; (4) announce club accomplishments on a weekly basis; and (5) use news spots when appropriate. Newspapers. (1) write feature story on leader of the month; (2) use leaders' names in weekly column; (3) mention leaders when announcing award winners; (4) publish meeting schedule using leaders' names; and (5) use pictures frequently. Letters. Make personal letters a habit, using them to express thanks and congratulations. Personal expressions. (1) encourage 4-H'ers and parents by promoting image of leader in presence of members; (2) encourage 4-H'ers and parents to appreciate and express their appreciation; (3) Extension Agents should express their appreciation at opportune times and places; and (4) agents should formally entertain leaders once each year. 4-H awards meeting or banquet. (1) invite all leaders; (2) include leaders in program; (3) present plaques to outstanding leaders each year; (4) formally recognize all leaders at banquet; (5) announce leader's name in connection with 4-H award winners; (6) provide leadership tenure certificate; and (7) present each new leader with a leader's pin.

Trips. Include leaders on appropriate trips of interest, such as livestock shows, field days, fairs, camps, 4-H Congress and Round-up, and others.

In executing our recognition program, we should keep in mind that recognition is an abundant resource and if a person deserves recognition make good use of the opportunity, but be diplomatic in the process.

G. Evaluation of Organizational Phase In The Leadership Development Process

The final step in the organizational leadership development process is evaluation. Sanders, defines the evaluation process as: "The process of determining how well we are doing what we set out to do."[5] It might be further clarified: as keeping inventory of where we are in the leadership development process in progressing toward our objective in organizational leadership adjustments in achieving our 5-year 4-H participation goals.

Dolan,[3] defines the evaluation process: "As the process of analyzing leader performance and results by means of informal, semi-formal and formal methods of evaluation." He further indicates that evaluation should occur daily, and even in absence of highly structured studies informal evaluation by the agent should be used daily concerning how the leaders are doing. Are they effective in helping accomplish objectives, etc.?

This is a continuous process which must be a built-in part of each phase of leadership development. This is important in that if a weak link exists it must be found and repaired in order to maintain an

endless leadership development chain composed of the following links: identification, selection, orientation, training, utilization, recognition, and evaluation. The moral of this story being that each phase of the process is dependent on the preceeding phases and the total process dependent on each phase.

To evaluate, first we must have an objective in mind. We cannot measure the value of an action unless we know the objective it was designed to reach.[12]

An objective may be broad in scope as set forth in the Smith-Lever Act which states that the purpose of Extension is: "To aid in diffusing among the people of the United States useful and practical information on subjects relating to agriculture and home economics and to encourage the application of same;" or it may be the county 4-H Objective which is to aid in the development of boys and girls; or it may be the 4-H Participation Goals designed to achieve this objective; or it may be adjustments in leadership needed to achieve these participation goals.

What we are attempting to say is that each phase of the leadership development process must have micro-objectives at that phase contributing its share towards achieving the major objective which must be designed to bring about adjustments in leadership needed to reach 5-year 4-H participation goals.

An example of an adjustment in organizational leaders is as follows: To increase the number of workable organizational leaders from the present ten to twenty.

This objective would give our leadership development process something to shoot at, and should put the process in gear. Also, it

immediately provides an objective for evaluation. However, evaluation should not begin or end at this level, but should continually focus on all phases in order that each will make its contribtuion toward achieving the major objective.

If we fail to measure progress toward our objective a weak link or links exist. Our success will depend on our ability to locate this link and make needed adjustments.

With these thoughts in mind, let us look at each phase through a series of statements put to question in past, present, and future tense, as follows:

Identification. (1) Take an inventory of present leadership, (2) Seek assistance in identifying prospective leaders, (3) Use the objective approach, (4) Cover our service area in search of prospects, (5) Seek knowledge of each prospect and file findings for future use, (6) Seeking to identify new prospects continuously, (7) Keeping leadership file up to date, and (8) Know the type person we are looking for.

Selection. (1) Know leader's characteristics (2) leader respected by 4-H'ers and parents, (3) Mutual friendship between 4-H'ers and leader, (4) Leader compatible to work with, (5) Leader uses time wisely, (6) Leader's educational level sufficient, (7) Leader motivates 4-H'ers and parents, (8) Leader displays patience, (9) Leader's role too much of a personal burden, (10) Match leader to task, and (11) Using lessons learned as a basis for adjusting selection phase.

Orientation. (1) Orient leader on expectations of his role, (2) Base job description on local club situation, (3) Familiarize

leader with total Extension program, (4) Under-sell or over-sell leader, (5) Allow leader time to make his own decision to accept or reject leadership role, (6) Paint a true picture, and (7) Make orientation continuous.

Training. (1) Provide leaders with organized training as groups, individuals, or both; (2) Determine each leader's training needs; (3) Base training on these needs; (4) Use appropriate methods; and (5) Make training continuous.

Utilization. Allow leaders to utilize their training through increased responsibility, (2) Utilize leaders based on tasks expected of leaders, (3) Allow leaders freedom to make decisions, (4) Creating challenge as they seek new levels in their organizational leadership role, (5) Using agent's time for tasks other than those expected of leader, and (6) Making changes and adjustments as needed within organizational leadership ranks.

Recognition. (1) Aware of the need for recognition, (2) Have a well-planned recognition program, (3) Give it equal weight in importance with other phases of leadership development, (4) Base recognition on a knowledge of the individual leader's needs insofar as possible, (5) Be diplomatic in executing recognition program, and (6) Make recognition continuous.

If each phase of the leadership development process receives a positive grade, progress can be measured toward reaching our major objective in 4-H organizational leadership.

SUMMARY AND CONCLUSIONS

Following the study of the situation, our group concluded that the basic problem concerning organizational leaders in the five counties represented in this study was "lack of sufficient number of (finding, training, maintaining and utilizing) organizational leaders to do the job (task) assigned to this leader position."

We have previously stated that 4-H organizational leaders can furnish greatly needed personnel to supplement and complement county Extension agents and to make it possible for their services to be greatly expanded. We believe that there are a sufficient number of volunteers available in each Tennessee county to fill the necessary organizational leader positions. However, we have recognized the present volunteers filling these positions have had different role expectations from the role expectations held by the professional staff.

If detailed attention is given to the leadership development process and if it is viewed as a continuous process whereby leadership is improved and maintained, we feel that most of the organizational leaders role expectations will be more compatible with those held by the county Extension staff; and, as a result, the organizational leaders will begin to accept and do most of the organizational leader task outlined in Appendix A.

Therefore, we recommend that the county Extension personnel in these counties accept the general guidelines that is presented in this paper dealing with the leadership development process.

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APPENDIX A

TASK*OF 4-H ORGANIZATIONAL LEADER

1. Organize a new 4-H Club.
2. Reorganize an existing 4-H Club.
3. Arrange for meeting place and assist in preparing schedule of meetings.
4. Assist member in obtaining materials for club functions (officers guides, program aids, etc.).
5. Assist in election of officers (may be included in 1).
6. Train 4-H officers to conduct effective meetings.
7. Arrange for members to participate in the regular program.
8. Inform members of 4-H events.
9. Report on meetings held. (To county Extension staff.)
10. Assist local club with activities and community service projects.
11. Enroll new members. Assist in assigning to project groups, if available.
12. Inform members of awards programs.
13. Serve as contact with local school personnel (letting them know about opportunities of 4-H Club work).
14. Help plan local club monthly meetings.
15. Help develop yearly plans of work.
16. Promote and assist with special 4-H Club events.
17. Guide and direct local club officers.
18. Share in establishing rules and regulations governing meeting. Discipline when necessary.
19. Assist with planning local club recognition.

20. Attend meetings regularly.
21. Keep in contact with county Extension personnel concerning organizational phases of program.
22. Assist in maintaining good public relations with other school or community groups.
23. Assist members in planning and giving demonstrations.
24. Attend leader training meetings.
25. Promote record keeping.
26. Promote the carrying out of club goals.
27. Encourage members to participate in local and county 4-H events.
28. Assist in arranging for club members to conduct community 4-H tours.
29. Provide current 4-H activity and event information to members.
30. Hold 4-H meetings.
31. Invite parents to attend local club meeting or a special parent meeting (afternoon, night, etc.).
32. Uphold, promote, and suggest ideals in keeping with philosophy of 4-H work.
33. Keep in touch with project leaders so that club is aware of project group plans.
34. Assist in selecting junior leaders.
35. Guide club in carrying out specific activities relating to school complex (keeping grounds clean, lawn maintenance, flag raising, etc.).
36. Contact prospective members and encourage enrollment.

*Each organizational leader is not expected to perform all of these task. However, these task are viewed as ones which can be performed by an organizational leader.

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